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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date December 9, 2020
Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for LIFE Academy

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for LIFE Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School: LIFE Academy
CDS Code: 1612590130575
Principal: Aryn Bowman & Alykhan Boolani
Date of this revision: 3/27/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Aryn Bowman & Alykhan Boolani	Position: Co-Principals
Address: 2101 35th Avenue Oakland, CA 94601	Telephone: 510-534-0282 Email: aryn.bowman@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/27/2020

The District Governing Board approved this revision of the SPSA on: 12/9/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: LIFE Academy

Site Number: 335

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 3/27/2020

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|--|--|

Signatures:

Alykhan Boolani	<i>Alykhan Boolani</i>	6/18/2020
Principal	Signature	Date
Christi Carpenter	<i>Christi Carpenter</i>	6/18/2020
SSC Chairperson	Signature	Date
Lucia Moritz	<i>Lucia Moritz</i>	6/18/2020
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	6/18/2020
Director, Strategic Resource Planning	Signature	Date

2020-21 SPSA ENGAGEMENT TIMELINE

School Site: LIFE Academy

Site Number: 335

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/5/2020	SSC & SELLS	OUSD budget presentation. Preparation of families for some of the suspected cuts we will see to our cshool budget upon the release of the one pager.
2/19/20	Parent Academy	OUSD budget presentation. Preparation of families for some of the suspected cuts we will see to our cshool budget upon the release of the one pager.
3/2/2020	Science & Math Departments	Department overview of preliminary changes to the master schedule based on the 20-21 budget one pager. Discussion of the move back to a 6 period day, away from the AB Block schedule. Preliminary conversations with individual teachers regarding their 20-21 teaching line.
3/4/2020	SSC & SELLS	Preliminary engagement with the new 20-21 budget one pager and decisions around the use of Title 1 funds for 20-21. Formal vote taken for the Title 1 funds for the 20-21 school year.
3/9/20	Humanities Department	Department overview of preliminary changes to the master schedule based on the 20-21 budget one pager. Discussion of the move back to a 6 period day, away from the AB Block schedule. Preliminary conversations with individual teachers regarding their 20-21 teaching line.
3/27/2020	SSC & SELLS	Review of the SPSA and fianl voting on the use of Measure N, funds and adjustments made to Title 1 expenditures and T1 and T4 carryover plans This meeting will be held virtually.

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$502,265.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,395,377.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$148,428.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$40,550.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,192.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$360,400.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$350,645.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$42,400.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,446.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$88,216.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$209,100.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$502,265.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$893,112.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,395,377.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: LIFE Academy

School ID: 335

School Description

Do you love science? Are you thinking of working in the medical field one day? Do you think you would do well at a small school with a family-like feel where all adults on campus know how to best support you? Then Life Academy is the school for you! Established in 2001, Life Academy is one of the last small public schools in OUSD for grades 6-12. Located in the San Antonio neighborhood, Life Academy provides students with a rigorous academic experience focused on Health and Bioscience. We aim to prepare students to become future health professionals and are committed to providing authentic learning experiences through summer programs, project-based learning, field trips, and an extensive internship program focused on health and science. At Life Academy, all 8th, 11th and 12th graders participate in an internship with a health and bioscience focus. Furthermore, we partner with the Peralta Colleges to provide a Medical Assisting program where students can earn an MA certificate and receive college credit. Our students find it very useful, as they can work as an MA and go to college at the same time. At the heart of our program, however, is Advisory. Every student is paired with an Advisor that they meet with twice a day. Advisors are the students' primary advocates on campus; they communicate with other teachers and make sure that parents are informed. Many students say that their Advisory is like family. It is this type of caring and loving community that we aim to create in order to ensure that our students are successful in their lives after Life. We are excited to welcome you into our Life Academy family!

School Mission and Vision

Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through transformative learning experiences focused on Health, Medicine and Bioscience, students are engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - Continued work to support reading intervention in grade 6-9 - Alumni Support / Continued contact with students/family + sibling networks - 1:1 Support / CCIC counselors and advisors - Systems and ownership / Postsecondary Success Team - Student awareness of options / Internship Class, dual enrollment, concurrent enrollment 	<ul style="list-style-type: none"> - Strong and committed staff - Partnership with EBC

<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Effectively managed COST team - Group and individual therapeutic support offered through a variety of partnerships - Students who are on grade level are often supported to become advanced 	<ul style="list-style-type: none"> - Two case managers who focus on non-clinical supports for students in need in the MS grades and the HS grades - Multiple partnerships for the provisioning of clinical support - Strong teachers who understand how to push already prepared students toward college readiness
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - Family involvement through 2x a year family conferences - Parent Academy once per week - Advisory system through which families are connected to a single teacher over time 	<ul style="list-style-type: none"> - School commitment to family engagement - Use of ASP to fun family coordinators
<i>Staff Supports</i>	<ul style="list-style-type: none"> - One on one system that ensures all staff have a coach and receive feedback twice monthly - Multiple opportunities for all staff to engage in the school systems through various teams and projects 	<ul style="list-style-type: none"> - Above average number of years in the classroom creates strong foundation of professionalism and collaboration - Distributive leadership model
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - Ensuring adequate reading and math intervention so that students can truly be college ready - ensuring there is adequate opportunity for student to recover credit at Life so they can remain on track for A-G and HS completion - More postsecondary options for non-4 year college going/certificate/training students / Lack of institutional clarity on mission (4 year or bust?) - System for tracking alumni 	<ul style="list-style-type: none"> - Lack of time and (wo)manpower to engage in continued cycles of inquiry and identification of strongest levers for change - Lack of academic preparedness for 4 year college programs / Academic weaknesses (alumni self report that this is especially true in math and science) - Lack of SEL support for our students who are at risk of not graduating or clear alternative plan for them that is not aligned to a 4 year college path - what is this plan? We don't know!

<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Providing enough intervention and acceleration supports so that all students are receiving the academic supports they need for advancement - More need than services provided - Lack of coordination of Tier 1 academic supports offered to all students in each classroom - Our students are not showing mastery of standards on any external assessment (IABs, SBAC) - Lack of some teacher's willingness to align to standards 	<ul style="list-style-type: none"> - Lack of resources to ensure all needs are met - Lack of training on effective classroom practice for Tier 1 support - Lack of attention to standards - Lack of skill in teaching the standards and assessing student mastery thereof
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - We have a strong core group of families who attend events regularly, all of whom are Raza. We are challenged to create a more multilingual multiethnic family group 	<ul style="list-style-type: none"> - Language barriers for parent coordinators - Parent Academy is not always welcoming space for non-Spanish speaking families
<i>Staff Supports</i>	<ul style="list-style-type: none"> - Continued resources to support teachers in shifting practice towards Tier 1 supports in their classrooms and alignment to the skills in CCSS - We have not been focused enough on teaching and learning and now that we are pivoting toward stronger focus there is resistance 	<ul style="list-style-type: none"> - People prefer the technical work and don't want to change classroom practice! - changing teaching practice is hard work

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: 96% of seniors graduate from Life and 100% of students have clear, achievable post secondary plans that have been co-created with and are supported by Life staff members. Our senior year is realigned to a graduate profile through which students demonstrate readiness for the next step.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	92.6%	n/a	90%

On Track to Graduate: 9th Grade	All Students	TBD	n/a	n/a	TBD
On Track to Graduate: 11th Grade	All Students	TBD	n/a	n/a	TBD
A-G Completion	All Students	TBD	65.6%	n/a	TBD
College/Career Readiness	All Students	TBD	n/a	n/a	TBD

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-49.9	n/a	-34.9
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	31.4%	n/a	36.4%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Grade 11 Students	+15 points DF3	-120.7	n/a	-105.7
CAST (Science)	All Grade 11 Students	TBD	12.4%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: By May 2023, Life will have increased SBAC scores so that 40% or more of our 11th grade students are scoring proficient on the ELA and 30% or more of our 11th grade students are scoring proficient on Math.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-129.2	n/a	-109.2
SBAC ELA	Latino/a Students	+20 points DF3	-47.8	n/a	-27.8

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	40.9%	n/a	35.9%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-206.4	n/a	-186.4
SBAC Math	Low Income Students	+20 points DF3	-117.6	n/a	-97.6
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	20.2%	n/a	20.2%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	21.3%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: By May 2023 Life will hold weekly Parent Academy gatherings for *a diverse set of families* to learn 1) about the academic expectations of the school and the language used to talk about these i.e. SBAC, Reclassification, SRI, etc and 2) to foster a sense belonging and support among families at Life and will have 3) monthly parent observaitns of classrooms with feedback given to teachers

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	59.3%	n/a	64.3%
Suspensions	All Students	-2pp	1.9%	2%	2%
Suspensions	African-American Students	-2pp	2.9%	n/a	0.9%
Suspensions	Students with Disabilities	-2pp	4.5%	n/a	2.5%
Chronic Absence	All Students	-2pp	28.1%	15%	15.0%
Chronic Absence	African-American Students	-2pp	64.3%	n/a	62.3%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:

By May 2023, all teachers at Life will be familiar with the standards for their content areas and use these along with the Understanding by Design framework to plan strong, grade level appropriate units that support the growth of students. Formative and summative assessments will be used in order to inform and adjust instruction to push students to mastery of content.

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Of course we have resource inequities - we are a city that, within our public school system, primarily serves low income youth of color. At least a third of our 6th graders come in reading at or below the 3rd grade level, this is one reflection of the depth of inequity we must grapple with. Staffing remains another around of inequity. Often highly qualified teachers choose to work in higher paying districts nearby, leaving us to scramble to find any teacher, let alone a highly qualified one. We seek to mitigate these and all the inequities with the resilience and grit that we tackle all issues. We work hard, train hard, teach hard and seek to ensure we are using our resources in the most effective ways possible.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE

School: LIFE Academy

SPSA Year Reviewed: 2019-20

SPSA Link: [19-20 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

2019-20 Enabling Conditions

Related School Goals: See 2019-20 SPSA.

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

- Creating a positive 6-12 identity that is linked to our pathway (health and bioscience) through teacher leader development and more intentional, sequenced activities to engage students in the varied themes that fall within our pathway.

- Our goal for 19-20 is to use an external facilitator to support our leadership in moving through a theory of action/theory of change process and to support the development of a process to lead our school staff through a visioning process. The outcomes of these processes are not pre-determined, but the goal is to engage all stakeholders in this process. Furthermore, the development of leadership among grade level leads, department leads and ILT members is an important additional goal.

What evidence do you see that your strategic actions are effective?

This year through the leadership of our CTE teacher, Dr. Frank, we have implemented the 3 distinct pathways within our Academy: Biotechnology, Public Health, and Medical. Students in grades 10-12 had to apply to the pathway of their choice, and this was optional. Each of these pathways has hosted specific activities related to their theme, and students have been offered the opportunity to engage in fieldtrips, job shadows, hands on learning activities, luncheons and lectures, etc. within their pathway. Students who complete specific requirements are then eligible for honors in their pathway at graduation. These intentional sequenced activities to engage students has supported the bolstering of our identity as a Health & Bioscience high school. Currently we have 92 students in this specific pathways programming, representing over half of our 10-12 grades.

Our second goal, around school re-envisioning, morphed into something slightly different and much more instructionally focused this year. Instead of hiring an external facilitator to work on overall school vision we honed in on instruction and through some laborious steps we were able to identify what we believe is the major lever to move our school forward instructionally: using the Common Core Standards and the Understanding by Design backwards planning method to ensure that all teachers are aligned to the standards and planning rigorous, grade level appropriate units for instruction. These moves have been made with awareness of all stakeholders and the participation of the Instructional Leadership Team, although final decisions to focus on this specific instructional path were made by the school leaders based on qualitative and quantitative data. This work began in January 2020 and although anecdotally we believe it is having positive impacts on instructional quality and rigor, we have no data yet to formally assess this.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As describe above, our second goal, around school re-envisioning, morphed into something slightly different and much more instructionally focused this year. Instead of hiring an external facilitator to work on overall school vision we honed in on instruction and through some laborious steps we were able to identify what we believe is the major lever to move our school forward instructionally: using the Common Core Standards and the Understanding by Design backwards planning method to ensure that all teachers are aligned to the standards and planning rigorous, grade level appropriate units for instruction.

2019-20 Language & Literacy Focal Area

Theory of Change:	If we continue to maximize LLI sections offered and adopt a different differentiated ELD curriculum, then we will see improvements in ELA SBAC scores, SRI growth, and reclassification rates.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.

As anticipated, we offered 12 sections of LLI to our 6-8 grade students. We have now trained a total of 12 teachers and 3 ISSs on site to teach sections of LLI in order to maximize the number of students who are receiving homogenous research based direct reading instruction.

What evidence do you see that your strategic actions are effective?

At Life Academy we have prioritized offering Leveled Literacy Instruction in our middle grades (6-8). This is a significant fiscal investment because the ratio of students to teacher is 6:1. However, we continue to see that this investment is worth the results. Life students in LLI program who do not have significant learning disabilities see 2 years of growth within the 9 months of the school year according to their SRI scores.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See above.

2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area

Theory of Change:	Through both practice SEL and academic supports as well as reactive interventions for struggling students, all students at Life Academy will receive the SE support and academic support needed in order to graduate ready to operationalize choice filled lives.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We instituted a Multi-Tiered Systems of Support Team (MTSS) at Life this year in order to bring multiple teams working on students academic and SEL needs into alignment. The MTSS team includes the school counselor, the case manager who leads COST, the SPED department chair and several other key players including the school leaders. We found through our team conversations that a main area for focus is to establish clear tier 1 supports in all content areas and all classrooms. This work led to our focus on CCSS and Understanding By Design as planning tool to ensure that all teachers are considering tier 1 supports in their classrooms.

What evidence do you see that your strategic actions are effective?

Our shift toward the broad and aligned consideration of tier 1 supports in all classrooms began in January 2020. Although anecdotally we see some shifts that we believe will impact student achievement we do not have enough formal data to assess efficacy at this juncture.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No formal changes have been made.

2019-20 Work-Based Learning Focal Area

Theory of Change: If we provide all students with varied opportunities for exposure to career opportunities, both those that include four year university and those that require certificates earned through community college programs, all students will have access to stronger, more informed choices for their lives.

Related School Goals: See 2019-20 SPSA.

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

In the 2019-2020 school year 100% of our juniors attended multiple (3-2) college visits and 100% of our sophomores and freshmen attended at least one college visit. 100% of sophomores attended job shadowing at Highland Hospital and 85% of our juniors and seniors engaged in off-site internships related to our pathway themes.

What evidence do you see that your strategic actions are effective?

See above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

See above

2019-20 Comprehensive Student Supports (CSS) Focal Area

Theory of Change: Through both proactive SEL and academic supports as well as reactive interventions for struggling students, all students at Life Academy will receive the SE support and academic support needed in order to graduate ready to operationalize choice filled lives.

Related School Goals: See 2019-20 SPSA.

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We instituted a Multi-Tiered Systems of Support Team (MTSS) at Life this year in order to bring multiple teams working on students academic and SEL needs into alignment. The MTSS team includes the school counselor, the case manager who leads COST, the SPED department chair and several other key players including the school leaders. We found through our team conversations that a main area for focus is to establish clear tier 1 supports in all content areas and all classrooms. This work led to our focus on CCSS and Understanding By Design as planning tool to ensure that all teachers are considering tier 1 supports in their classrooms.

What evidence do you see that your strategic actions are effective?

Our shift toward the broad and aligned consideration of tier 1 supports in all classrooms began in January 2020. Although anecdotally we see some shifts that we believe will impact student achievement we do not have enough formal data to assess efficacy at this juncture.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No formal changes have been made.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

None.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: LIFE Academy

School ID: 335

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Priority:	Our priorities are to maintain a graduation rate that is above 86%, an A-G completion rate above 70%, FAFSA/Dream Act completion rate of 100% and pathway participation at 100%
School Theory of Change:	If we continue to focus on providing all students with one on one academic counseling supports, program all students for a A-G aligned course trajectory and ensure Tier 1-3 supports and attend to SEL needs, we can maintain strong HS completion rates and strong college going data.
Related School Goal:	Life will work to maintain a graduation rate that is above 86%
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Continued one on one counseling provided through EBC and our counselor to ensure all students have opportunities to discuss post secondary plans	Support for counselors and EBC to complete this important work	This is all tracked through a spreadsheet	
1-2	Continued expansion of the Pathways programming to one per month for the coming year	Funding for pathways programming including time for teachers to organize and lead these programs	School calendar and event completion	
1-3	Continued programming of all students into A-G classes	Oversight of the counseling team	Student schedules	
1-4	Offering credit recovery classes in afterschool and summer hours	Resource allocation for this	Student on track status	<ul style="list-style-type: none"> - ensuring there is adequate opportunity for student to recovery credit at Life so they can remain on track for A-G and HS completion - More postsecondary options for non-4 year college going/certificate/training students / Lack of institutional clarity on mission (4 year or bust?) - System for tracking alumni

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Priority:	Students in ELA and Math will be exposed to the "major work" of the course according to the CCSS and NGSS. Teachers will use formative and summative assessment aligned to the CCSS in order to understand what kids know and can do, and will use this data to plan for student growth.
School Theory of Change:	If we focus on CCSS aligned instruction in all grades, the implementation of OUSD adopted curriculum in MS ELA, MS Science and MS and HS Math and the increased coaching support for the implementation of this curriculum we will see increased student mastery of content.
Related School Goal:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Use of OUSD adopted Illustrative Mathematics curriculum in grades 9-11	Leadership support with unpacking curriculum and coaching and feedback on the implementation on curriculum	Observation of implementation and embedded assessment completion	
2-2	Use of OUSD adopted FOSS science in grades 6-8	Leadership support with unpacking curriculum and coaching and feedback on the implementation on curriculum	Observation of implementation and embedded assessment completion	
2-3	Use of OUSD adopted Expeditionary Learning ELA curriculum in grades 6-8	Leadership support with unpacking curriculum and coaching and feedback on the implementation on curriculum	Observation of implementation and embedded assessment completion	
2-4	Continue and broaden our SBAC prep practices for students in 11th grade	Allocation of resources and the oversight of the implementation of this program	Observation and ideally increased scores for participants	
2-5	Year long focus on the CCSS standards and Understanding by Design as a curriculum planning framework	Continued PD and coaching support for teachers to both unpack the CCSS standards and to use BdD to design high quality standards aligned units.	Completion of UbD unit plans for all units	

2-6	Summer 2021 PD for teachers to unpack the standards, understand what they are asking kids to do and develop UbD unit plans with standards.	Planning and implementation of summer PD	Attendance of teachers, completion of UbD unit plans for all units	
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Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:	Continue to hold weekly Parent Academy gatherings for families to learn 1) about the academic expectations of the school and the language used to talk about these i.e. SBAC, Reclassification, SRI, etc and 2) to foster a sense belonging and support among families at Life
School Theory of Change:	If we provide "professional development" for families they will be better equipped to support their students, thereby increasing student achievement
Related School Goal:	Over the course of the school year we will host 25+ events for families.

Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	N/A	Close collaboration with the parent coordinators to ensure quality programming is planned and implemented	Weekly agendas and sign in sheets	

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Priority:	All teachers will use the Common Core Standards and the Understanding by Design framework to plan strong, grade level appropriate units that support the growth of students
School Theory of Change:	If teachers are trained and supported to understand and unpack the standards and to put them into action using the Understanding by Design framework then students will be engaged in daily lessons that allow them to autonomously make sense of and transfer their learning through authentic performance, leading to stronger understanding and mastery of content
Related School Goal:	Increase in SBAC scores in students scoring proficient on the ELA by 10% and students scoring proficient on Math by 15%
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will engage in cycles of coaching twice monthly and will implement suggested shifts to meet student needs	School leaders will provide all teachers consistent (2x monthly) observation based coaching with feedback to support student growth	Coaching schedules, improved performance	
4-2	Use of OUSD adopted Illustrative Mathematics curriculum in grades 9-11	Leadership support with unpacking curriculum and coaching and feedback on the implementation of curriculum	Observation of implementation and embedded assessment completion	
4-3	Use of OUSD adopted FOSS science in grades 6-8	Leadership support with unpacking curriculum and coaching and feedback on the implementation on curriculum	Observation of implementation and embedded assessment completion	
4-4	Use of OUSD adopted Expeditionary Learning ELA curriculum in grades 6-8	Leadership support with unpacking curriculum and coaching and feedback on the implementation on curriculum	Observation of implementation and embedded assessment completion	
4-5	Continue and broaden our SBAC prep practices for students in 11th grade	Allocation of resources and the oversight of the implementation of this program	Observation and ideally increased scores for participants	
4-6	Year long focus on the CCSS standards and Understanding by Design as a curriculum planning framework	Continued PD and coaching support for teachers to both unpack the CCSS standards and to use BbD to design high quality standards aligned units.	Completion of UbD unit plans for all units	
4-7	Summer 2021 PD for teachers to unpack the standards, understand what they are asking kids to do and develop UbD unit plans with standards.	Planning and implementation of summer PD	Attendance of teachers, completion of UbD unit plans for all units	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	80% of Life students entering in 6th grade will reclassify by spring of 10th grade through strong reading growth (as measured by the SRI) and attention to the writing, speaking and listening skills required for reclassification.			
School Theory of Change:	If we continue to invest in maximizing LLI in the middle grades and if we focus on CCSS aligned instruction including integration of grade level complex text we will increase student achievement in reading and writing.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	12 LLI Sections Offered in grades 6-9	Manage resources to prioritize LLI sections	Master Schedule	
5-2	Grade 7-8 ELA teachers use the Expeditionary Learning Curriculum with fidelity	Ensure needed coaching and curriculum unpacking time for teachers	Observation, unit assessment completion	
5-3	Grade 6 ELA teacher will implement one unit of the Expeditionary Learning Curriculum	Ensure needed coaching and curriculum unpacking time for teachers	Observation, unit assessment completion	

PROPOSED 2020-21 SCHOOL SITE BUDGET

Site Number: 335

School: LIFE Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract with BACR to provide after school programming to support the academic and social growth of our middle and high school students who qualify for FRL. These funds will provide academic intervention classes, credit recovery classes, enrichment classes, parent education classes, homework support, etc. The addition of support and intervention to extend the day will support the development and growth of our students skills.	\$25,000	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Offering credit recovery classes in afterschool and summer hours	335-1
Contract with BACR to provide after school programming to support the academic and social growth of our middle and high school students who qualify for FRL. These funds will provide academic intervention classes, credit recovery classes, enrichment classes, parent education classes, homework support, etc. The addition of support and intervention to extend the day will support the development and growth of our students skills.	\$25,000	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-2
Contract with BACR to provide after school programming to support the academic and social growth of our middle and high school students who qualify for FRL. These funds will provide academic intervention classes, credit recovery classes, enrichment classes, parent education classes, homework support, etc. The addition of support and intervention to extend the day will support the development and growth of our students skills.	\$50,646	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-3
Contract with BACR to provide after school programming to support the academic and social growth of our middle and high school students who qualify for FRL. These funds will provide academic intervention classes, credit recovery classes, enrichment classes, parent education classes, homework support, etc. The addition of support and intervention to extend the day will support the development and growth of our students skills.	\$250,000	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-4

Contract with BACR to provide after school programming to support the academic and social growth of our middle and high school students who qualify for FRL. These funds will provide academic intervention classes, credit recovery classes, enrichment classes, parent education classes, homework support, etc. The addition of support and intervention to extend the day will support the development and growth of our students skills.	\$152,446	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-5
These stipends will support teacher who are dedicated extra time to building the strength of our Academy and pathways programming for all students enrolled in the Academy (100% of our 9-12 graders) and students enriled in pour three pathways (60% of our students, open enrollment). This includes time spent in after school programming/events for our biotech, health care and public health programs, our Health Care Conference planning and execution, as well as bimonthly pathways meetings to develop and support the program.	\$18,885	California Partnership Academy	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Funding for pathways programming including time for teachers to orgnaize and lead these programs	335-6
Funds will support all students enrolled in science classes (100% of students) by providing them with authentic lab experiences in their A-G science courses.	\$15,785	California Partnership Academy	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Continued programming of all students into A-G classes	335-7
As required by the CPA grant, we will send 3 teachers to attend the annual CPA conference. At this conference teachers will have the opportunity to gain ideas and insight from teahers in Academies across the state to improve pathway programming at Life.	\$4,000	California Partnership Academy	5220	Conference Expense	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-8
All students in the Academy will have the opporutnity to attend a college/university visit so that they may imagine their futures on a college campus. These trips often include overnights and other pathway related programming (i.e. a Science by the Seashore program for 9th grade).	\$25,000	California Partnership Academy	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-9
All students in the Academy will have the opporutnity to attend a college/university visit so that they may imagine their futures on a college campus. These trips often include overnights and other pathway related programming (i.e. a Science by the Seashore program for 9th grade).	\$14,000	California Partnership Academy	5829	Admission Fees	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-10

Our advisory board members and internship partners meet 1-2 times a year to support the development of our programming in alignment with the job market in Alameda County. We provide them with lunch for these meetings as both an incentive and a thank you for attending. Students benefit greatly from the input of professionals in their fields of our programming and we alter our programming in response to their input.	\$3,000	General Purpose Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-11
We are required to have IDs for our students.	\$4,800	General Purpose Discretionary	4340	I.D. Badges	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	N/A	335-12
Students in grades 6-8 are required to wear uniforms to promote safety and easy identification on our campus of 2 schools.	\$14,000	General Purpose Discretionary	4380	Uniforms	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	N/A	335-13
We are required to pay WASC dues.	\$3,000	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-14
Rentals: Facility	\$4,000	General Purpose Discretionary	5624	Rentals: Facility	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Leadership support with unpacking curriculum and coaching and feedback on the implementation of curriculum	335-15
We use our van for transporting students to their internships. 100% of our 11-12 graders participate in internship programming, experiences that enrich their academic experience and in some cases prepare them for the careers of their interest.	\$9,750	General Purpose Discretionary	5679	Repairs Cont - Vehicle	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-16
Maintenance Work Orders	\$1,000	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-17

All report cards are mailed home at the semester, provided all families with important info on their students' academic records.	\$1,000	General Purpose Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	N/A	335-18
To be allocated in Fall 2020	\$42,400	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	335-19
Teacher salary	\$2,570	LCFF Supplemental	1105	Certificated Teachers' Salaries	2367	Teacher, Structured English Immersion	0.04	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-20
Teacher salary	\$12,740	LCFF Supplemental	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-21
Clerical salary	\$32,663	LCFF Supplemental	2405	Clerical Salaries	2900	Case Manager 20	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-22
Funds for teacher to participate in PD and curricular development in alignment in CCSS, ILT, department and grade level teams outside of school hours	\$134,713	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued PD and coaching support for teachers to both unpack the CCSS standards and to use BdD to design high quality standards aligned units.	335-23
Librarian salary	\$45,373	LCFF Supplemental	1205	Certificated Pupil Support Salaries	7492	Librarian	0.20	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	12 LLI Sections Offered in grades 6-9	335-24
Teacher salary	\$62,138	LCFF Supplemental	1105	Certificated Teachers' Salaries	7763	Teacher, Structured English Immersion	0.80	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-25

Our families are majority Spanish speaking and out classified staff often provide translation services in after hours meetings. This ensures that all families have access to information regarding their children.	\$5,666	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	N/A	335-26
Students in grades 9-12 will have curated books to engage with in the ELA classes to ensure that they are accessing grade level complex text to growth their reading skills.	\$10,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-27
All students will benefit from the purchasing of basic supplies (paper, pencils, etc) so that teachers have well equipped classrooms	\$8,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-28
To be allocated in Fall 2020	\$1,673	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	335-29
Funds for multiple ELA, Science and Math teachers to attend conferences that will further their understanding and therefore ability to teach the CCSS to all subgroups effectively.	\$10,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Year long focus on the CCSS standards and Understanding by Design as a curriculum planning framework	335-30
Payment of WASC dues so our institution can remain accredited. Payment for Lexia so that students can access online literacy learning as part of LLI courses	\$3,250	LCFF Supplemental	5300	Dues & Memberships	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	12 LLI Sections Offered in grades 6-9	335-31
Funds so that we as a whole staff can attend a retreat so that we can align, continue to refine program in support of all subgroups. This is both curricular and team development with a focus on CCSS.	\$10,000	LCFF Supplemental	5624	Rentals: Facility	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Year long focus on the CCSS standards and Understanding by Design as a curriculum planning framework	335-32
Buses for multiple grade level trips focused on deepening engagement both with curricular topics, build student schema, and focus on school and class/cohort culture.	\$50,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-33

Salary for teacher librarian who ensures library, media and literacy access to all students	\$34,030	Measure G: Library	1205	Certificated Pupil Support Salaries	7492	Librarian	0.30	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	12 LLI Sections Offered in grades 6-9	335-34
We have, in the past, not been allowed to touch this money. It is therefore unallocated.	\$542	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	335-35
Part time student advisor position	\$13,919	Measure G1	1105	Certificated Teachers' Salaries	3921	Teacher, Structured English Immersion	0.18	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Continued one on one counseling provided through EBC and our counselor to ensure all students have opportunities to discuss post secondary plans	335-36
Part time student advisor position	\$16,510	Measure G1	1105	Certificated Teachers' Salaries	4759	Teacher, Structured English Immersion	0.18	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Continued one on one counseling provided through EBC and our counselor to ensure all students have opportunities to discuss post secondary plans	335-37
Fund a .2 FTE Theatre Arts position for sixth grade.	\$16,715	Measure G1	1105	Certificated Teachers' Salaries	3455	Teacher, Structured English Immersion	0.18	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	N/A	335-38
Providing case management to students in 6-8 who have significant social emotional needs, or attendance or behavioral issues to ensure they are served as a whole child	\$38,296	Measure G1	2405	Clerical Salaries	6316	Case Manager 20	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	N/A	335-39
To be allocated in Fall 2020	\$4,530	Measure G1	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	335-40
Teacher salary	\$1,887	Measure N	1105	Certificated Teachers' Salaries	6171	Teacher, Structured English Immersion	0.02	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-41
Teacher salary	\$12,851	Measure N	1105	Certificated Teachers' Salaries	2367	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-42

Teacher salary	\$33,328	Measure N	1105	Certificated Teachers' Salaries	3303	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-43
These funds will support after school credit recovery courses to ensure we are provided students with the opportunities to repeat failed courses on our campus.	\$74,281	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Offering credit recovery classes in afterschool and summer hours	335-44
Our families are majority Spanish speaking and out classified staff often provide translation services in after hours meetings. This ensures that all families have access to information regarding their children.	\$5,036	Measure N	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	N/A	335-45
Funds will support all students enrolled in science classes (100% of students) by providing them with authentic lab experiences in their A-G science courses.	\$15,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-46
As an Academy we hold advisory board luncheons 2x per year in which we welcome all internship partners and advisory board members to support us in our connection to local industry and preparing students for careers in these fields.	\$2,323	Measure N	4311	Meeting Refreshments	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-47
The purchase of additional computers to replace those lost or broken in the previous school year. All students benefit.	\$14,000	Measure N	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-48
Funds so that we as a whole staff can attend a retreat so that we can align, continue to refine program in support of all subgroups. This is both curricular and team development with a focus on CCSS.	\$10,000	Measure N	5624	Rentals: Facility	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued PD and coaching support for teachers to both unpack the CCSS standards and to use BdD to design high quality standards aligned units.	335-49
Contract with EBC to support with one on one college counseling to all seniors	\$32,500	Measure N	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued one on one counseling provided through EBC and our counselor to ensure all students have opportunities to discuss post secondary plans	335-50

Buses for multiple grade level trips focused on deepening engagement both with curricular topics, build student schema, and focus on school and class/cohort culture and college/university visits.	\$8,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-51
Consultants	\$148,558	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-52
Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	\$50,877	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6304	Principal High School Small	0.30	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued expansion of the Pathways programming to one per month for the coming year	335-53
Teacher Salary	\$23,784	Title I: Basic	1105	Certificated Teachers' Salaries	6168	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-54
Teacher Salary	\$23,784	Title I: Basic	1105	Certificated Teachers' Salaries	6170	Teacher, Structured English Immersion	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-55
Teacher Salary	\$25,480	Title I: Basic	1105	Certificated Teachers' Salaries	2381	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-56
Teacher Salary	\$25,702	Title I: Basic	1105	Certificated Teachers' Salaries	2367	Teacher, Structured English Immersion	0.40	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued programming of all students into A-G classes	335-57
Stipends for teachers to engage in PD outside of the work day to improve teaching and therefore outcomes for kids.	\$20,144	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued PD and coaching support for teachers to both unpack the CCSS standards and to use BdD to design high quality standards aligned units.	335-58

Provisioning of supplemental texts for courses.	\$5,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-59
To be allocated in Fall 2020	\$28,909	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	335-60
To ensure that all parent meetings have translation available	\$1,259	Title I: Parent Participation	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	N/A	335-61
Contracts for workshops to support parent education	\$1,933	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Close collaboration with the parent coordinators to ensure quality programming is planned and implemented	335-62
The purchase of additional computers to replace those lost or broken in the previous school year. All students benefit.	\$2,375	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Continued programming of all students into A-G classes	335-63
Consultants to support with ongoing PD for teachers in areas of need/wher we lack expertise	\$7,600	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Continued PD and coaching support for teachers to both unpack the CCSS standards and to use BdD to design high quality standards aligned units.	335-64

Life Academy of Health and Bioscience

Title I School Parental Involvement Policy 2019-2020

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Life Academy of Health and Bioscience agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parent's' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
 5. The parents will have multiple opportunities to engage in the school planning through the Parent Academy, SSC Meetings, Local Organizing Committee Meetings, etc.
- Offer a flexible number of meetings for parents. In addition to the SSC meetings that happen monthly, parents will also have the opportunity to participate in other school wide events. In addition, the school leadership team will analyze data that is collected via parent surveys.
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. As a Title 1 School, all parents are constantly engaged in the dialogue and planning of the school activities.
- Provides parents of Title I students with timely information about Title I programs. Life Academy uses bulletins, the phone system, and community meetings as opportunities to share about Title I programs.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents have the opportunity to meet with the students academic advisor yearly during our parent conferences. 11th and 12th grade students will have 2 meetings to discuss data and provide goal setting opportunities for the families.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Life Academy staff will meet with families upon request to discuss all decisions related to the students education include socio-emotional issues, discipline, and academic achievement.

School-Parent Compact

Life Academy of Health and Bioscience has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

School Responsibilities: Life Academy of Health and Bioscience will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

The staff at Life Academy is dedicated to providing quality instruction for the students. Teachers have designed core certifications for each course that are used to assess student growth. These certifications have been culled from the California standards and teachers have created authentic assessments in order to track student progress. This data will be correlated with CST and CAHSEE data in order to validate the academic program of the school.

- 1. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Conferences will be held at least 1x/year and will include the participation of parent, student, and Advisor. The first parent-student-family contracts will be distributed. When necessary, additional conferences will be held to support the student's academic growth.

- 1. Provide parents with frequent reports on their children's progress.**

Life Academy and our parent leaders will support our parents to get access to Jupiter Grades so that parents can get weekly updates to their students grades, assignments and course progress. If parents opt into the online program, they will receive updates in their home language. The Family Resource center will provide training for families so that they can access the online grading program.

- 1. Provide parents reasonable access to staff.**

Staff are regularly available before school, during lunch, after school, and during Conference Periods to meet with parents as needed. Appointments can be scheduled by contacting the main number (510) 510.534.0280 or by contacting the teacher/Advisor directly if contact information has been made available.

Most conferences take place at Life Academy. When circumstances require it, staff will meet with parents at their homes or other agreed upon location.

1. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents may volunteer, participate, and observe classroom activities whenever they are available. This is strongly encouraged at Life Academy as parents are seen as essential partners. Life Academy parents support the morning breakfast program, lunch supervision, and an active safety patrol that creates safe zones for students to come to school.

Parent Responsibilities –

We, as parents will support our children's learning in the following ways:

<i>1. I will send my child to school on time every day.</i>
<i>I will make sure that my child gets adequate sleep and has a healthy diet. I understand that Life Academy provides free breakfast and lunch for all students.</i>
<i>I will provide a quiet place and time for my child to do homework, and I will review the homework.</i>
<i>I will promptly respond to messages from my child's school.</i>
<i>I will attend Back to School Night, Parent-Advisor –Student Conferences, Open House, Exhibition Nights, Certification Defenses, and other school events.</i>
<i>I will help my child's school however possible.</i>
<i>I will sign in at the office when visiting my child's school.</i>
<i>I will read to my child or have my child read for at least 20 minutes every day.</i>
<i>In accordance with the law, I am prepared to sit with my child in school in the event that negative behaviors need to be corrected.</i>
<i>I will limit the amount my child watches television.</i>
<i>I will limit taking vacations when school is in session.</i>
<i>I will support the dress code and school rules.</i>
<i>I will take notice of progress reports and sign them to maintain communication with the school.</i>

Building Parent Capacity for Involvement

Life Academy of Health and Bioscience engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve

student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

This will happen through a structured "Parent Academy" program that is designed around these themes. The school will include speakers, trainings, and opportunities for parents to network and discuss school issues.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Alternatives in Action and East Bay Consortium will support families by providing evening workshops for families. Life Academy will explore funding for a Family Resource Center.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Parent coordinators for the school site will be included in the Life Academy staff retreats and provide feedback to administration and teaching staff.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. As long as funding is available, Life Academy will staff a parent who's role will be to specifically build community participation.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Life Academy will provide translation services for students and families as long as the resources are available to the school community.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. Life Academy will regular communication and access to families to support ideas and programs supported by parents.

Accessibility

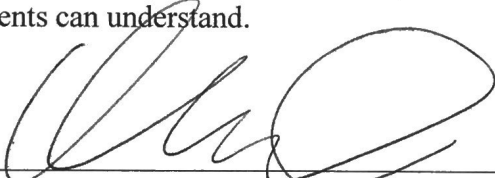
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Life Academy will provide translation services for parents and community members for major events as long as resources are available.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by meeting minutes that outline the school's process.

These policies were adopted by Life Academy of Health and Bioscience Title 1 Annual Meeting on August 29, 2019 and reviewed and adopted by the SSC on September 23, 2019 and will be in effect for the 2019-2020 School Year.

The school will distribute this policy to all parents of participating Title 1, Part A, children and families. It will be made available to the local community as well. The Life Academy of Health and Bioscience's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

8/29/19

(Date)



(SSC Chair's Signature)

8/29/19

(Date)

Life Academy of Health and Bioscience

Home School Compact 2019-2020

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

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 3. Explain the parent's' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
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 5. The parents will have multiple opportunities to engage in the school planning through the Parent Academy, SSC Meetings, Local Organizing Committee Meetings, etc.
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- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. As long as funding is available, Life Academy will staff a parent who's role will be to specifically build community participation.
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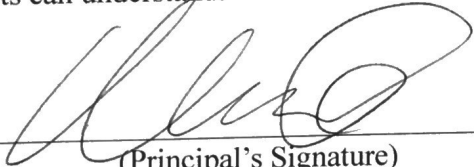
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Life Academy will provide translation services for parents and community members for major events as long as resources are available.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by meeting minutes that outline the school's process.

These policies were adopted by Life Academy of Health and Bioscience Title 1 Annual Meeting on August 29, 2019 and reviewed and adopted by the SSC on September 23, 2019 and will be in effect for the 2019-2020 School Year.

The school will distribute this policy to all parents of participating Title 1, Part A, children and families. It will be made available to the local community as well. The Life Academy of Health and Bioscience's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

8/29/19

(Date)



(SSC Chair's Signature)

8/29/19

(Date)



Strategic Resource Planning

2019-20

School Site Council Membership Roster – Secondary

School Name: Life Academy of Health and Bioscience

Chairperson : Christi Carpenter
Vice Chairperson: Esmerelda Hernandez
Secretary: Rowan Driscoll

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Aryn Bowman or Alykhan Boolani	X				
Christi Carpenter		X			
William Juang		X			
Rowan Driscoll		X			
Hector Cocula		X			
Venus Mesui			X		
Esmerelda Hernandez				X	
Yolanda Leon				X	
Alma Piedras				X	
Alternate Parent: Jose Tril					
Hector Hernandez					X
Ingrys Avevalo					X
Dallana Mendoza					X

Meeting Schedule (day/month/time)	First Wednesday of the Month, 5:30 pm
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups;
- There MUST be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- High School SSCs MUST have student members; and**
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members *(middle schools only)*

OR

5 Parents/Community Members/Students *(middle or high schools)*